



## SCHOOL OF ACCESS

EMPLOYMENT TRAINING AND PREPARATION

### COURSE OUTLINE

*ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2017*

**Instructor:** Mark Fournier

**Office:** Interurban Campus, Portable A, Room 102A

**Office Hours:** Monday 12:00-12:30; Tuesday, Wednesday and Thursday 8:30-9:30 & 3:00-3:30;  
Friday by appointment.

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### COURSE PURPOSE:

This course takes students through the process of a job search. Students are engaged to build the knowledge, skills and practices needed to undertake an effective job search.

### COURSE OUTCOMES

Upon completion of this course a student will be able to:

- Identify potential employment opportunities related to one's employment specialization
- Apply job search skills to start and maintain a job search.
- Identify employment resources in the community and utilize these if necessary.

### PREREQUISITES

Permission from instructor is required to register in this course. Candidates must demonstrate readiness to learn, willingness to engage in the activities of a job search, ability to travel and function independently in the community and the capacity to contribute effectively to a team.

### ATTENDANCE POLICY

As a reflection of workplace standards, students are expected to arrive on time to all classes ready to learn. Students are expected to provide appropriate reasons and sufficient notice for all absences and late arrivals. If arriving late students should minimise disruption to other learners. Students are expected to attend at least 80% of the course. Students missing more than two classes must make arrangements with the instructor to ensure that all outcomes, learning activities, assignments and evaluations are met. Please note, two late arrivals will be recorded as one absence.

## REQUIRED MATERIALS:

Students will be provided a copy of the workbook: Harford, K. (2000). *Finding the Right Job* (2nd Ed.) Picton, ON: Prince Edward Learning Centre. Students are responsible for the following materials:

- Replacement of lost workbooks.
- Attire appropriate for a job interview.
- 3 ring binder, pens, paper and book bag.
- Calendar, schedule or smart phone to keep track of appointments and commitments.
- Meals, snacks, water.

Support is available to students who may have trouble obtaining these items.

## OFFICE HOURS

Office hours are for your benefit and are posted above. Your learning is your responsibility, please come and see me if you having trouble with assignments or with any aspect of the course. I will do whatever I can to meet your learning needs, to make your learning easier and to help you find the fun, excitement and power in learning. The better I know you the easier it is to do this. You are also welcome to come by to talk shop, share stories, tell me a joke or chat about whatever.

# EVALUATION PLAN

## ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2016

COURSE EVALUATION METHODS								
1. Workbook assignments						20%		
2. Job Search Plan						20%		
3. Job Search Log						20%		
4. Informational interview report						20%		
5. Learning Reflection						10%		
6. Mock Interview						10%		
COURSE OUTCOMES			EVALUATION METHODS					
Progress in the outcomes outlined below will be measured using the indicated evaluation methods.			1	2	3	4	5	6
1.	Identify potential employment opportunities related to one's employment interests.		✓	✓	✓	✓	✓	
2.	Apply job search skills to start and maintain a job search.		✓	✓	✓	✓	✓	✓
3.	Identify employment resources in the community and utilize these if necessary.		✓	✓	✓	✓	✓	

GRADE	DESCRIPTION OF GRADES
COM	<b>Complete:</b> The student has met the goals, criteria, or competencies established for this course.
DST	<b>Complete with Distinction:</b> The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course.
NC	<b>Not Complete:</b> The student has not met the goals, criteria, or competencies established for
I	<b>Incomplete:</b> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the
IP	<b>In progress:</b> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)
CW	<b>Compulsory Withdrawal:</b> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or

Evaluation #1		
<b>Title</b>	<b>Workbook Assignments</b>	<b>10%</b>
<b>Description</b>	Complete all exercises and assignments in your workbook. Read and follow the instructions. Seek help when appropriate. Approach the instructor if you need accommodations or support to succeed.	
<b>Specifications</b>	Progress will be assessed weekly and feedback provided. You are expected to work at your own literacy level and to use the feedback given to revise your work. It is your responsibility to seek clarification when instructions or expectations are unclear.	
<b>Due Date</b>	Your work will be reviewed during class work periods. Bring your workbook to every class and be prepared to show your progress each week.	
<b>Late Submissions</b>	It is in your interest to stay up to date. If you are away, read the section of the workbook covered and complete all assignments for the following week. Absences of more than one week will require arrangements with the instructor.	

Evaluation #2		
<b>Title</b>	<b>Job Search Plan</b>	<b>20%</b>
<b>Description</b>	Create a job search plan that outlines the activities you will do to progress in your job search.	
<b>Specifications</b>	Your Plan should <ul style="list-style-type: none"> <li>• Clearly state a job search or career goal.</li> <li>• Outline specific steps to achieve your goal.</li> <li>• Describe how you will record and measure progress.</li> <li>• Be achievable given your available time, resources and abilities.</li> <li>• Be relevant to you.</li> <li>• Have a clear timeline with deadlines for specific activities.</li> </ul>	
<b>Due Date</b>	Assignments will be due at the start of class. Date to be announced.	
<b>Late Submissions</b>	<b>If you are having trouble completing your assignment, come see me during office hours.</b> Late submissions will be accepted during office hours of the week assigned (Thursday at the latest). Expect to sit down with the instructor to review the reasons your assignment is late and to identify strategies you can use to be on time for future assignments.	

Evaluation #3		
<b>Title</b>	<b>Job Search Log</b>	<b>20%</b>
<b>Description</b>	Keep Track of your job search activities in a job search log. Complete at least one entry each week.	
<b>Specifications</b>	<p>A job search log is for keeping track of your contacts and job search activities. Each entry Should include:</p> <ul style="list-style-type: none"> <li>• Date and time of activity</li> <li>• Full name, job title and company of the person you contacted.</li> <li>• Contact information of person: phone number and/or email</li> <li>• What you did and what was agreed to.</li> <li>• What you need to do next and when you need to do it</li> </ul> <p>Submit at least one entry each week.</p>	
<b>Due Date</b>	Bring your Job Search Log to class each week after it is assigned.	
<b>Late Submissions</b>	It is in your interest to stay up to date. If you are away, you may submit your work during office hours.	

Evaluation #4		
<b>Title</b>	<b>Informational Interview Report</b>	<b>20%</b>
<b>Description</b>	Plan, arrange and conduct an informational interview. Prepare and present an oral report on your experience and learning reflections.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Choose a person whom will provide information relevant to your job search.</li> <li>• Prepare a set of appropriate questions</li> <li>• Conduct the interview with professionalism</li> <li>• Prepare and present an oral report including the following elements: <ul style="list-style-type: none"> <li>○ A description of who you interviewed</li> <li>○ The reasons why you chose this person</li> <li>○ The questions that you asked.</li> <li>○ What you learned from the interview</li> <li>○ What you will do with this learning</li> </ul> </li> </ul>	
<b>Due Date</b>	TBA	
<b>Late Submissions</b>	Reports will be scheduled during class time. Late submissions must be arranged through the instructor.	

Evaluation #5		
<b>Title</b>	<b>Learning Reflection</b>	<b>10%</b>
<b>Description</b>	Students will reflect on two elements (topics, concepts, practices, assignments, insights) of the course.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Reports can be written, recorded using audio and video or delivered live in person.</li> <li>• Include two elements of the course</li> <li>• For each element:               <ol style="list-style-type: none"> <li>1. Name the element and describe it.</li> <li>2. Describe how this element is relevant to you.</li> <li>3. Discuss what you learned from this element.</li> <li>4. State a decision or action that comes from this learning</li> </ol> </li> </ul>	
<b>Due Date</b>	TBA	
<b>Late Submissions</b>	<b>If you are having trouble completing your assignment, come see me during office hours.</b> Late submissions will be accepted during office hours of the week assigned (Thursday at the latest). Expect to sit down with the instructor to review the reasons your assignment is late and to identify strategies you can use to be on time for future assignments.	

Evaluation #6		
<b>Title</b>	<b>Mock Interview</b>	<b>10%</b>
<b>Description</b>	Students will choose one of three jobs to be interviewed for and prepare to answer common interview questions. Each student will be interviewed by a panel of their peers and will participate on an interview panel for three of their peers.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Students will arrive on time and dress appropriately for their interview and for their contribution to interview panels.</li> <li>• Students will prepare and deliver appropriate answers to the panel's questions.</li> <li>• Students will use appropriate social conventions and protocols.</li> <li>• As panelists, students will greet each interviewee and work with the other panelists to deliver prepared questions.</li> <li>• Students are expected to contribute to a safe learning environment by providing respectful and constructive feedback to their peers.</li> </ul>	
<b>Due Date</b>	TBA near the end of the term	
<b>Late Submissions</b>	No late submissions and no make-up sessions.	